

	English/Language Arts	Mathematics	Social Studies
<b>ACTIVITY</b>			
Check It Out! (3)	2.2.7, 2.2.8, 2.4.1, 2.4.2, 2.7.4	2.1.11, 2.1.12, 2.6.1, 2.6.2, 2.6.3	2.5.1
Idea Pools (7)	2.2.5, 2.2.8, 2.2.4, 2.4.1, 2.4.2, 2.5.1, 2.5.5, 2.5.6, 2.7.2, 2.7.4, 2.7.9	2.1.11, 2.1.12, 2.6.1, 2.6.2, 2.6.3	2.3.7
Let's Work Together (9)	2.2.7, 2.4.2, 2.7.1, 2.7.2, 2.7.3, 2.7.6, 2.7.7	2.1.11, 2.1.12, 2.6.2, 2.6.3	2.5.1
Water Log (19)	2.4.2, 2.7.9, 2.7.11	2.1.12, 2.6.2, 2.6.5	2.3.7, 2.5.1
Molecules In Motion (47)	2.2.7, 2.4.2, 2.5.5, 2.7.7, 2.7.10	2.1.11, 2.1.12, 2.6.1, 2.6.2	
Water Match (50)	2.2.7, 2.7.1, 2.7.2, 2.7.6	2.1.12, 2.6.3	2.2.1, 2.3.5, 2.3.7, 2.5.1
Aqua Bodies (63)	2.2.7, 2.2.8, 2.5.6	2.1.8, 2.1.11, 2.1.12, 2.5.4, 2.6.1, 2.6.2, 2.6.3, 2.6.4	
Aqua Notes (66)	2.2.7, 2.4.6, 2.5.1, 2.5.4, 2.5.5	2.6.1, 2.6.2	2.2.1
Life Box (76)	2.2.7, 2.7.2, 2.7.4	2.5.5, 2.6.1, 2.6.3	2.3.7
Water Address (122)	2.7.1, 2.7.2, 2.7.4	2.1.12, 2.6.1, 2.6.2	2.3.7
A House Of Seasons (155)	2.2.7, 2.7.5, 2.7.9, 2.7.10, 2.7.11	2.1.12, 2.6.1, 2.6.2	2.3.7
Poetic Precipitation (182)	2.1.1, 2.3.4, 2.5.4, 2.5.5	2.6.1, 2.6.2	2.3.7
Rainy Day Hike (186)	2.2.7, 2.7.7	2.1.11, 2.6.1, 2.6.2	2.3.1, 2.3.2, 2.3.4, 2.3.7, 2.5.1
Stream Sense (191)	2.5.2, 2.5.6, 2.7.2, 2.7.4, 2.7.5, 2.7.9, 2.7.10	2.1.11, 2.1.12, 2.5.8, 2.6.1, 2.6.2	2.3.1, 2.3.4, 2.3.7, 2.5.1
The Thunderstorm (196)	2.2.7, 2.7.7, 2.7.10	2.1.11, 2.1.12, 2.5.3, 2.6.1, 2.6.2, 2.6.4	2.3.2, 2.3.7
A-maze-ing Water (219)	2.2.7, 2.4.2, 2.4.4, 2.5.2, 2.5.6, 2.7.5, 2.7.7, 2.7.9, 2.7.10	2.1.12, 2.6.1, 2.6.2, 2.6.3	2.1.2, 2.2.1, 2.3.4, 2.5.1
Common Water (232)	2.5.1, 2.5.2, 2.5.6, 2.7.5, 2.7.7, 2.7.9	2.5.5, 2.6.1, 2.6.2, 2.6.3	2.1.2, 2.2.1, 2.3.7, 2.5.1
A Drop In The Bucket (238)	2.2.7, 2.7.1, 2.7.2,	2.1.11, 2.1.12, 2.5.5, 2.6.1, 2.6.2	2.2.1, 2.4.5, 2.5.1
Irrigation Interpretation (254)	2.7.7, 2.7.9	2.5.5, 2.6.1, 2.6.2, 2.6.3, 2.6.4, 2.6.5	2.2.1
The Long Haul (260)	2.7.1, 2.7.4, 2.7.7	2.5.5, 2.6.1, 2.6.2, 2.6.5	2.1.1, 2.1.2, 2.3.7, 2.5.1

Wet-Work Shuffle (360)	2.7.5, 2.7.6, 2.7.7, 2.7.9	2.6.1, 2.6.2	2.4.2, 2.4.4, 2.4.6
Choices And Preferences, Water Index (367)	2.7.1, 2.7.2, 2.7.6	2.1.12, 2.6.1, 2.6.2, 2.6.3, 2.6.5	2.5.1
Cold Cash In the Icebox (373)	2.2.7, 2.4.6, 2.5.2, 2.5.6, 2.7.7, 2.7.9, 2.7.11	2.1.11, 2.1.12, 2.5.11, 2.6.1, 2.6.2, 2.6.3, 2.6.4	2.1.1, 2.5.4
Pass The Jug (392)	2.7.1, 2.7.2, 2.7.4, 2.7.6, 2.7.7, 2.7.10	2.5.5, 2.6.1, 2.6.2, 2.6.3	2.2.1, 2.3.7, 2.4.5, 2.5.1
What's Happening? (425)	2.2.7, 2.5.6, 2.7.4, 2.7.9	2.1.11, 2.1.12, 2.6.1, 2.6.2, 2.6.4	2.5.1
Water In Motion (450)	2.2.7, 2.5.1, 2.5.6, 2.7.7, 2.7.10	2.5.5, 2.6.1, 2.6.2	
Water Write (457)	2.2.4, 2.4.2, 2.5.1, 2.5.2, 2.7.7, 2.7.9	2.6.1, 2.6.2, 2.6.5	

## Grade 2

### Standard 1

#### **READING: Word Recognition, Fluency, and Vocabulary Development**

*Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.*

##### *Phonemic Awareness*

2.1.1 Demonstrate an awareness of the sounds that are made by different letters by:

- distinguishing beginning, middle, and ending sounds in words.
- rhyming words.
- clearly pronouncing blends and vowel sounds.

**WET Activities (page):** 182

### Standard 2

#### **READING: Comprehension**

*Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what they read. The selections in the **Indiana Reading List** (available online at [www.doe.state.in.us/standards/readinglist.html](http://www.doe.state.in.us/standards/readinglist.html)) illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, at Grade 2, students read a variety of grade-level-appropriate narrative (story) and expository (informational) texts (such as grade-level-appropriate classic and contemporary literature, poetry, children's magazines and newspapers, dictionaries and other reference materials, and online information).*

##### *Comprehension and Analysis of Grade-Level-Appropriate Text*

2.2.4 Ask and respond to questions to aid comprehension about important elements of informational texts.

Example: After reading a short account about the first man on the moon, ask and answer *why*, *what if*, and *how* questions to understand the lunar landing.

**WET Activities (page):** 457

2.2.5 Restate facts and details in the text to clarify and organize ideas.

Example: Summarize information learned from a text, such as detail about ant colonies stated in *Ant Cities* by Arthur Dorros or reported about spider webs in *Spider Magic* by Dorothy Hinshaw Patent.

**WET Activities (page):** 7

2.2.7 Interpret information from diagrams, charts, and graphs.

Example: Use a five-day weather chart or a weather chart on the Internet to determine the weather for the coming weekend.

**WET Activities (page):** 3, 9, 47, 50, 63, 66, 76, 186, 196, 219, 238, 373, 425, 450

2.2.8 Follow two-step written instructions.

**WET Activities (page):** 3, 7, 63

### **Standard 3**

#### **READING: Literary Response and Analysis**

*Students read and respond to a wide variety of significant works of children's literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read. The selections in the **Indiana Reading List** (available online at [www.doe.state.in.us/standards/readinglist.html](http://www.doe.state.in.us/standards/readinglist.html)) illustrate the quality and complexity of the materials to be read by students.*

##### *Narrative Analysis of Grade-Level-Appropriate Text*

2.3.4 Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry.

Example: Listen to or read the rhymes for each letter of the alphabet in *A, My Name Is Alice* by Jane Bayer. Tell what effects the writer uses to make the poems fun to hear.

**WET Activities (page):** 182

### **Standard 4**

#### **WRITING: Process**

*Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.*

##### *Organization and Focus*

2.4.1 Create a list of ideas for writing.

**WET Activities (page):** 3, 7

2.4.2 Organize related ideas together to maintain a consistent focus.

**WET Activities (page):** 3, 7, 9, 19, 47, 219

##### *Research and Technology*

2.4.4 Understand the purposes of various reference materials (such as a dictionary, thesaurus, or atlas).

**WET Activities (page):** 219

##### *Evaluation and Revision*

2.4.6 Review, evaluate, and revise writing for meaning and clarity.

**WET Activities (page):** 66, 373

## Standard 5

### WRITING: Applications (Different Types of Writing and Their Characteristics)

*At Grade 2, students are introduced to letter writing. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students continue to write simple rhymes and poems. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.*

*In addition to producing the different writing forms introduced in earlier grades, Grade 2 students use the writing strategies outlined in Standard 4 — Writing Process to:*

2.5.1 Write brief narratives (stories) based on their experiences that:

- move through a logical sequence of events.
- describe the setting, characters, objects, and events in detail.

Example: Write a story about an experience that took place during a certain season in the year: spring, summer, fall, or winter. Tell the story in the order that it happened and describe it in enough detail so that the reader can picture clearly the place, people, and events.

**WET Activities (page):** 7, 66, 232, 450, 457

2.5.2 Write a brief description of a familiar object, person, place, or event that:

- develops a main idea.
- uses details to support the main idea.

Example: Write a descriptive piece on a topic, such as *Houses Come in Different Shapes and Sizes*.

**WET Activities (page):** 191, 219, 232, 373, 457

2.5.4 Write rhymes and simple poems.

**WET Activities (page):** 66, 182

2.5.5 Use descriptive words when writing.

**WET Activities (page):** 7, 47, 66, 182

2.5.6 Write for different purposes and to a specific audience or person.

Example: Write a description of your favorite book to recommend the book to a friend.

**WET Activities (page):** 7, 63, 191, 219, 232, 373, 425, 450

## Standard 7

### LISTENING AND SPEAKING: Skills, Strategies, and Applications

*Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.*

*Comprehension*

2.7.1 Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy).

**WET Activities (page):** 9, 50, 122, 238, 260, 367, 392

2.7.2 Ask for clarification and explanation of stories and ideas.

**WET Activities (page):** 7, 9, 50, 76, 122, 191, 238, 367, 392

2.7.3 Paraphrase (restate in own words) information that has been shared orally by others.

**WET Activities (page):** 9

2.7.4 Give and follow three- and four-step oral directions.

**WET Activities (page):** 3, 7, 76, 122, 191, 260, 392, 425

### *Organization and Delivery of Oral Communication*

2.7.5 Organize presentations to maintain a clear focus.

**WET Activities (page):** 155, 191, 232, 360

2.7.6 Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).

**WET Activities (page):** 9, 50, 360, 367, 392

2.7.7 Tell experiences in a logical order.

**WET Activities (page):** 9, 47, 186, 196, 219, 232, 254, 260, 360, 373, 392, 450, 457

2.7.9 Report on a topic with supportive facts and details.

**WET Activities (page):** 7, 19, 155, 191, 219, 232, 254, 360, 373, 425, 457

### *Speaking Applications*

2.7.10 Recount experiences or present stories that:

- move through a logical sequence of events.
- describe story elements, including characters, plot, and setting.

**WET Activities (page):** 47, 155, 191, 196, 219, 392, 450

2.7.11 Report on a topic with facts and details, drawing from several sources of information.

**WET Activities (page):** 19, 155, 37

## Grade 2

*In this technological age, mathematics is more important than ever. When students leave school, they are more and more likely to use mathematics in their work and everyday lives — operating computer equipment, planning timelines and schedules, reading and interpreting data, comparing prices, managing personal finances, and completing other problem-solving tasks. What they learn in mathematics and how they learn it will provide an excellent preparation for a challenging and ever-changing future.*

*The state of Indiana has established the following mathematics standards to make clear to teachers, students, and parents what knowledge, understanding, and skills students should acquire in Grade 2:*

### **Standard 1 — Number Sense**

Understanding the number system is the basis of mathematics. Students develop this understanding by first using sets of objects and then moving on to writing numbers in figures. They learn how we group numbers in tens and ones, which allows them to write numbers up to 100. They count by ones, twos, fives, and tens. They find the number ten more or ten less than a given number. They identify odd and even numbers and put numbers in order of size. They use the terms first, second, third, etc. Students also extend their knowledge of fractions, including learning how to compare the sizes of simple fractions.

### **Standard 5 — Measurement**

The study of measurement is essential because of its uses in many aspects of everyday life. Students measure in order to compare objects' length, area, weight, temperature, etc. They learn why we use standard units of length (inch, foot, yard, centimeter, and meter) and measure objects using these units. In a similar way, they learn how to measure weight, capacity, and temperature in standard units. They also learn about time (hours in a day, months in a year, etc.) and how to tell the time on a clock to the nearest five minutes. They learn about money: the values of the coins and the value of a collection of coins and dollars.

### **Standard 6 — Problem Solving**

In a general sense, mathematics is problem solving. In all mathematics, students use problem-solving skills: they choose how to approach a problem, they explain their reasoning, and they check their results. As they develop their skills with numbers, geometry, or measurement, for example, students move from simple ideas to more complex ones by taking logical steps that build a better understanding of mathematics.

*As part of their instruction and assessment, students should also develop the following learning skills by Grade 12 that are woven throughout the mathematics standards:*

### **Communication**

The ability to read, write, listen, ask questions, think, and communicate about math will develop and deepen students' understanding of mathematical concepts. Students should read text, data, tables, and graphs with comprehension and understanding. Their writing should be detailed and coherent, and they should use correct mathematical vocabulary. Students should write to explain answers, justify mathematical reasoning, and describe problem-solving strategies.

### **Reasoning and Proof**

Mathematics is developed by using known ideas and concepts to develop others. Repeated addition becomes multiplication. Multiplication of numbers less than ten can be extended to numbers less than

one hundred and then to the entire number system. Knowing how to find the area of a right triangle extends to all right triangles. Extending patterns, finding even numbers, developing formulas, and proving the Pythagorean Theorem are all examples of mathematical reasoning. Students should learn to observe, generalize, make assumptions from known information, and test their assumptions.

## Representation

The language of mathematics is expressed in words, symbols, formulas, equations, graphs, and data displays. The concept of one-fourth may be described as a quarter,  $\frac{1}{4}$ , one divided by four, 0.25,  $\frac{1}{8} + \frac{1}{8}$ , 25 percent, or an appropriately shaded portion of a pie graph. Higher-level mathematics involves the use of more powerful representations: exponents, logarithms,  $\pi$ , unknowns, statistical representation, algebraic and geometric expressions. Mathematical operations are expressed as representations: +, =, divide, square. Representations are dynamic tools for solving problems and communicating and expressing mathematical ideas and concepts.

## Connections

Connecting mathematical concepts includes linking new ideas to related ideas learned previously, helping students to see mathematics as a unified body of knowledge whose concepts build upon each other. Major emphasis should be given to ideas and concepts across mathematical content areas that help students see that mathematics is a web of closely connected ideas (algebra, geometry, the entire number system). Mathematics is also the common language of many other disciplines (science, technology, finance, social science, geography) and students should learn mathematical concepts used in those disciplines. Finally, students should connect their mathematical learning to appropriate real-world contexts.

## Standard 1

### Number Sense

*Students understand the relationships among numbers, quantities, and place value in whole numbers\* up to 100. They understand that fractions may refer to parts of a set\* and parts of a whole.*

- 2.1.8 Recognize fractions as parts of a whole or parts of a group (up to 12 parts).  
Example: Divide a cardboard rectangle into 8 equal pieces. Shade 5 pieces and write the fraction for the shaded part.

**WET Activities (page):** 63

- 2.1.11 Collect and record numerical data in systematic ways.  
Example: Measure the hand span in whole centimeters of each student in your class. Keep a record of the answers they give you.

**WET Activities (page):** 3, 7, 9, 47, 60, 186, 191, 196, 238, 373, 425

- 2.1.12 Represent, compare, and interpret data using tables, tally charts, and bar graphs.  
Example: Make a tally of your classmates' favorite colors and draw a bar graph. Name the color that is most popular and the color that is the favorite of the fewest people.

\* whole number: 0, 1, 2, 3, etc.

\* set: collection of objects, numbers, etc.

**WET Activities (page):** 3, 7, 9, 19, 47, 50, 60, 122, 155, 191, 196, 219, 238, 367, 373,



## Standard 5

### Measurement

*Students understand how to measure length, temperature, capacity, weight, and time in standard units.*

- 2.5.3      Decide which unit of length is most appropriate in a given situation.  
Example: Would you use yards or inches to measure the length of your school books?  
Explain your answer.  
**WET Activities (page):** 196
- 2.5.4      Estimate area and use a given object to measure the area of other objects.  
Example: Make a class estimate of the number of sheets of notebook paper that would be needed to cover the classroom door. Then use measurements to compute the area of the door.  
**WET Activities (page):** 63
- 2.5.5      Estimate and measure capacity using cups and pints.  
Example: Make a reasonable estimate of the number of pints a juice pitcher holds.  
**WET Activities (page):** 76, 232, 238, 254, 260, 392, 450
- 2.5.8      Estimate temperature. Read a thermometer in Celsius and Fahrenheit.  
Example: What do you think the temperature is today? Look at the thermometer to check.  
**WET Activities (page):** 191
- 2.5.11     Find the duration of intervals of time in hours.  
Example: Your trip began at 9:00 a.m. and ended at 3:00 p.m. How long were you traveling?  
**WET Activities (page):** 373

## Standard 6

### Problem Solving

*Students make decisions about how to set up a problem.*

- 2.6.1 Choose the approach, materials, and strategies to use in solving problems.  
Example: Solve the problem: “Count the number of squares on the surface of a cube. Put two cubes together and count the number of visible squares. Repeat this step with 3, 4, 5, ... cubes in a line. Find a rule for the number of squares.” Use blocks to set up the problem.

**WET Activities (page):** 3, 7, 47, 63, 66, 76, 122, 155, 182, 186, 191, 196, 219, 232, 238, 254, 260, 360, 367, 373, 392, 425, 450, 457

- 2.6.2 Use tools such as objects or drawings to model problems.  
Example: In the first example, place blocks together. Each time you add a block, count the number of squares and record it.

**WET Activities (page):** 3, 7, 9, 19, 47, 63, 66, 122, 155, 182, 186, 191, 196, 219, 232, 238, 254, 260, 360, 367, 373, 392, 425, 450, 457

*Students solve problems and justify their reasoning.*

- 2.6.3 Explain the reasoning used and justify the procedures selected in solving a problem.  
Example: In the first example, notice that the number goes up by 4 each time a block is added. Observe that, as you add each cube, you gain 6 squares but lose 2 where the blocks are joined.

**WET Activities (page):** 3, 7, 9, 50, 63, 76, 219, 232, 254, 367, 373, 392

- 2.6.4 Make precise calculations and check the validity of the results in the context of the problem.  
Example: In the first example, check your results by setting out 10 blocks and counting the number of squares on each long side and then the two at the ends. See how this fits with your rule of adding 4 each time.

**WET Activities (page):** 63, 196, 254, 373, 425

- 2.6.5 Understand and use connections between two problems.  
Example: Use the method of the problem you have just solved to find what happens when the cubes are not all in a line.

**WET Activities (page):** 19, 254, 260, 367, 457

## GRADE 2

### *The Local and Regional Community*

*Students in Grade 2 will describe their basic rights and responsibilities as citizens as they examine local and regional communities in the present and past and how these communities meet people's needs.*

*The Indiana's K – 8 academic standards for social studies are organized around five content areas. The content area standards and the types of learning experiences they provide to students in Grade 2 are described below. On the pages that follow, age-appropriate concepts are listed underneath each standard. Skills for thinking, inquiry, and participation in a democratic society are integrated throughout. Specific terms are defined and examples are provided when necessary.*

### **Standard 1 — History**

Students will differentiate between events that happened long ago and recently, recognize examples of continuity and change in local and regional communities, and consider ways people and events of the past and present influence their lives.

### **Standard 2 — Civics and Government**

Students will explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify ways that people work together to promote civic ideals.

### **Standard 3 — Geography**

Students will locate their community, state, and nation on maps and globes, identify major geographic characteristics of their local community, and explore geographic relationships between their community and other places.

### **Standard 4 — Economics**

Students will describe how people in a community use productive resources, specialize in different types of jobs, and depend on each other to supply goods and services.

### **Standard 5 — Individuals, Society, and Culture**

Students will explain how local communities are made up of a variety of individuals and groups, identify cultural traditions in their own locality, and use a variety of information resources to learn about their own community and other cultures.

### **Standard 1**

#### **History**

*Students will differentiate between events that happened long ago and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of the past and present influence their lives.*

### **Historical Knowledge**

2.1.1 Listen to historical stories and compare daily life in the past and present.

**WET Activities (page):** 260, 373

- 2.1.2 Identify changes that have occurred in the local or regional community.  
Example: Use maps, photographs, or stories to examine changes in architecture, business, industry, farming, transportation, work, or use of leisure time.

**WET Activities (page):** 219, 232, 260

## **Standard 2**

### **Civics and Government**

*Students will explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify ways that people work together to promote civic ideals.*

#### *Foundations of Government*

- 2.2.1 Discuss the rights and responsibilities of citizens in the school and the community.  
Example: Students have the right to feel and be safe at school, but they have the responsibility to follow school safety rules.

**WET Activities (page):** 50, 66, 219, 232, 238, 254, 392

## **Standard 3**

### **Geography**

*Students will locate their community, state, and nation on maps and globes; identify major geographic characteristics of their local community; and explore geographic relationships between their community and other places.*

#### *The World in Spatial Terms*

- 2.3.1 Use cardinal\* and intermediate directions\* to locate places on maps and places in the classroom, school, and community.  
Example: Make a compass rose on the classroom floor with masking tape and use it to locate things in the classroom.

**WET Activities (page):** 186, 191

- 2.3.2 Identify the absolute\* and relative locations\* of places in the school and community setting using a simple grid map.  
Example: The street address of the school is a type of absolute location. Its relative location might be described as “across the road from the fire station,” or “near the river.”

**WET Activities (page):** 186, 196

#### *Places and Regions*

- 2.3.4 Identify places that are nearby or related to the local community.  
Example: Communities in parts of northern Indiana may be near Lake Michigan. Communities in southeastern Indiana may be across the Ohio River from Louisville or Cincinnati.

**WET Activities (page):** 186, 191, 219

### *Physical Systems*

- 2.3.5 Identify map symbols for land and water forms and give examples of these physical features in the local community.

**WET Activities (page):** 50

### *Environment and Society*

- 2.3.7 Use a variety of information resources\* to identify ways that the physical environment influences human activities in the community.  
Example: Picture books, magazines, and Internet maps can be used to show availability of water, fertility of soils, hilly or flat land, and types of climate.

\* information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations

**WET Activities (page):** 7, 19, 50, 76, 122, 155, 182, 186, 191, 196, 232, 260, 392

## **Standard 4 Economics**

*Students will describe how people in a community use productive resources, specialize in different types of jobs, and depend on each other to supply goods and services.*

- 2.4.2 Identify community workers who provide goods\* and services\* for the rest of the community and explain how their jobs benefit people in the community.

**WET Activities (page):** 360

- 2.4.4 Research goods and services produced in the local community and describe how people may be both producers\* and consumers\*.

**WET Activities (page):** 360

- 2.4.5 Explain that because of scarcity\*, people must make choices and incur opportunity costs\*.

**WET Activities (page):** 238, 392

- 2.4.6 Define specialization\* and identify specialized jobs in the school and community.  
Example: Teachers, school nurses, and firefighters specialize in particular kinds of jobs.

**WET Activities (page):** 360

## **Standard 5**

### **Individuals, Society, and Culture**

*Students will explain how local communities are made up of a variety of individuals and groups, identify cultural traditions in their own locality, and use a variety of information resources to learn about their own community and other cultures.*

- 2.5.1 Identify some of the responsibilities that individuals have to themselves and others.  
Example: Students have responsibilities as learners, such as completing work, trying to improve, and helping others to learn.

**WET Activities (page):** 3, 9, 19, 50, 186, 191, 219, 232, 238, 260, 367, 392, 425

- 2.5.4 Explain how changes in technology have influenced various traditions.  
Example: In the past, people entertained themselves and others with storytelling. Today, people entertain themselves by watching television and discussing with others what they have seen.

**WET Activities (page):** 3